

CSIP Thinking Process

Non-Regulatory Guidance Document

Textbox Version

Constant Conversation Question #2: **What do/will we do to meet student learning needs?**

Westlake Community School District

- This document is the second of four guidance pieces about how one fictitious school district decides to “think through” a process that will lead it to a clear, concise, and usable CSIP designed increase achievement for all students.
- This document is not intended to provide a “one size fits all” thinking process. The plan that will eventually emerge from the details that follow will be locally determined.

Guidance Document Key Points:

- The content provides a glimpse of only one district's thinking about Question #2.
- The content demonstrates a level of detail particular to this district's thinking.
- How much of this information will actually be placed in the Department's CSIP web-based system next spring will be determined over the coming school year.

2. What do/will we do to meet student learning needs?

A. What long-range goals have been established to support prioritized student needs?

Based upon recommendations of the District Leadership Team and the School Improvement Advisory Committee (SIAC), the school board has adopted district goals aligned with student needs. (LC5)

District Student Learning Goals

Westlake's student learning goals are the general expectations for all its graduates. Students graduating from Westlake Community School District will be expected to do the following: (LC6)

Rather than separate goals, a district could write a single long-range goal to address reading, mathematics, and science. However, consideration should be given to the multiple indicators required to evaluate progress toward that goal.

...in various situations by various means
...and appreciate contributions of the
...technologies solve problems
...develop positive relationships and
...habits necessary to lead healthy lives

Student learning goals are broad statements of expectations for all graduates. These goals reflect local beliefs about the most important potential results of education for that community's students.

District Long-Range Goals

...define the desired targets to be achieved. District long-range goals serve two purposes: 1) to address state and federal student accountability.

Goal 1: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school. (LRG1, MCGF3, AR6, EIG1)

The following indicators will measure district progress with Goal 1:

- 1a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup.
- 1b. Percentage of students in grades 1-3 who are independent on the Diagnostic Reading Inventory (BRI).

Because these goals address ALL students, they meet the goal requirements for at-risk MCGF, and early intervention.

Goal 2: All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school. (LRG2, LRG3, AR6, EIG1)

Westlake lists the indicators (data points by which goal progress will be measured) with each goal. Clearly identifying how progress will be measured assumes the need for tight alignment between what is taught and what is tested.

Indicators will measure district progress with Goal 2:

...students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup.
...students in grades 4, 8, and 11 who achieve at the intermediate level on the Iowa Collaborative Assessment Modules.

Goal 3: *All K-12 students will achieve at high levels in science, prepared for success beyond high school. (LRG3, MCGF3, AR6, EIG1)*

The following indicators will measure district progress with Goal 3:

- 3a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 5 and 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.
- 3b. Percentage of students in grades 4, 8, and 11 who achieve at the proficient level or above on the district developed science assessment.

Goal 4: *All K-12 students will use technology in developing proficiency in reading, mathematics, and science. (FTP1)*

The following indicators will measure district progress with Goal 4:

- 4a. The indicators identified for Goals 1, 2, and 3.
- 4b. Percentage of students at grade 8 who score at the proficient level or above on a locally developed technology assessment.

Goal 5: *All students will feel safe at and connected to school.*

The following indicators will measure district progress with Goal 5:

- 5a. Attendance rate as measured by the average attendance reported on the Certified Annual Report.
- 5b. Graduation rate as calculated by the Iowa Department of Education from the spring BEDS report.
- 5c. Percentage of student body in middle and high school that receives any discipline referrals (i.e., office referrals, suspensions, and expulsions). (SDF5, SDF6, SDF7)
- 5d. Percentage of students in grades 6, 8, and 11 that report that they have used alcohol, tobacco, or other drugs on the triennial Iowa Youth Survey. (SDF5, SDF6, SDF7).

The district will use this indicator to gauge the success of its safe and drug-free schools program. By using the percentage of the student body rather than the number of referrals, the data will be more meaningfully comparable over time.

B. What process will be used to determine what we will do to meet the long-range goals?

The stakeholders impacted by our goals should have a voice in determining how to meet them. As a result, the District Leadership Team and the SIAC will identify stakeholder groups most directly impacted, and they will meet to determine actions and strategies to meet the goals.

Action research is the process of collecting data about an ongoing system with the purpose of improving practice. Data are used to guide, correct, and evaluate the district's decisions and actions.

The action research process used by Westlake includes the following components: set a focus, collect data, organize data, analyze and interpret data, take action, and study the results of the action. Data includes internal information about the learners (at the district, building, and classroom levels) and external information about the learning environment including curriculum, instructional practices, and other environmental impacts.

As a School in Need of Assistance, Westlake is part of the Iowa Professional Development Support System for Schools in Need of Assistance. An action research design is used to develop plans that are developed to support appropriate levels (e.g., elementary, middle, and high school) and the implementation of efforts.

C. What is our current practice to support these long-range goals?

1. Instructional Strategies Currently Used in the District

- Cooperative learning integrating the following (K-12 in some content areas)
 - Think alouds
 - Explicit instruction
 - Reciprocal teaching
- Leveled reading groups (2-7)
- Hands-on science (4-8)
- Inquiry-based science (K-8)
- Daily Oral Language (2-12)
- Flexible small group instruction (5-9)
- Standards-Based Instruction

Westlake has chosen to list its current actions/activities that it believes support the goals established in section 2A. These lists include instructional strategies, specific program/services supports, and overall system management efforts.

2. Instructional Programs/Services Supports Currently Used in the District

- District Career Development Plan (i.e., K-12 professional development program)
- At-risk Program/Services (K-12)
- Gifted and Talented Program/Services (TAG) (K-12)
- Special Education Program/Services (K-12)
- Mentoring and Induction Program
- Alternative High School (9-12)
- Building Assistance Team (preK-12)
- Student Assistance Team (preK-12)
- Student service partnerships (e.g., mental health services) (preK-12)
- Reading Recovery (1st grade)
- Technology-based reading and mathematics programs
- Positive Behavior Supports
- Westlake delivers the following programs and accesses of identified student need:*
- Perkins: Vocational and Technical Education Programs (9-12)
- Title I, Part A: Reading Program/Services (1-6)
- Title II, Part D: Technology Usage (K-12)
- Title III, Language Instruction for Limited English Proficient and Immigrant Students (K-12)
- Title IV: Safe and Drug-Free Schools Program/Services (K-12)

Westlake provides many programs/services to support classroom instruction. However, the district knows it must improve its evaluation of programs/services relative to how well they make contribution to student learning priorities. In the future, Westlake intends to feed programs/services evaluation data back into CSIP Question #1: What do data tell us about our student learning needs?

3. System-wide Management Supports Currently Used in the District

- Resource allocation (e.g., financial and personnel)
- Technology (e.g., data management systems)
- Policy development
- Personnel evaluation systems (K-12)
- Curriculum development
- Iowa Technical Adequacy Project (ITAP)
- Leadership for CSIP implementation

Westlake has learned since its last CSIP three years ago, that for the improvement of instructional practices to sustain themselves over time despite staff turnover, the district must ensure that the "system supports" are aligned with identified student priorities. Westlake has learned that initiatives, strategies, and innovations cannot be person-dependent—the system must be structured to systematically support all stakeholders at the district, building, and classroom levels.

D. How is our current practice aligned with or supported by the research base?

Using an action research process, we considered the available research base and local student data. Both the research and local data indicate that our current practices should contribute (or have contributed to) positive student results. We relied upon the Iowa Content Area Networks, the AEA, and local content area experts to access information about practices supported by scientifically-based research.

Current Practices Supported by Research and/or that rely on and/or local student data support the related goal areas. These practices include the following:
Cooperative learning strategies

Examples of resources used by the AEA consultants and the District Leadership Team were the Iowa Content Network and national resources, such as the National Reading Panel Report and A Research Companion to Principles and Standards for School Mathematics. A variety of sources for determining whether a practice is supported by evidence are available.

The Practices Committee, which includes a member of the committee, will collect and review the literature base on practices beyond the current committee will establish timelines within the next five years for each of the following areas of study.

- Science: (AMN3) Inquiry-based science instruction
Hands-on science instruction
Cooperative Learning strategies applied to science content
- Technology: Strategies designed to enhance instruction in reading, mathematics, and science
- Environment: Block scheduling
Alternative high school programming (AR7)
Middle school concept

Program/Services Current Practice. The committee will conduct program evaluation (clear expectations, results data, and student feedback) to determine program effectiveness.

E. What gaps exist between our current practice and the research base (include curriculum and instruction)?

Curriculum/Assessment Alignment. We have developed curriculum in content areas. Over the past two years, we have revised our mathematics curriculum, both vertically and horizontally, and our curriculum and district-wide assessments during the Technical Adequacy (ITAP) process.

As part of its future goal-oriented approach to program/service evaluation, Westlake will complete an intensive evaluation of individual programs on a staggered schedule, starting with high-need areas first.

Intensive evaluation of individual programs will include a gap analysis between current program practice and the research as well as other components relevant to each

Instructional Strategy Decisions. In review of our instructional practices, it became apparent that we have some practices with a documented research base, some practices with a weak research base, and some practices with no research base. Within the next five years, we must address the following two issues:

- 1) The discontinuation of practices that are not supported by research or have not produced evidence of contributing to positive student results, and
- 2) The consistent implementation of strategies that are research-based and/or have contributed to gains in student achievement.

Cooperative Learning. In the process of considering possible gaps in reading and mathematics practices, we studied the area of cooperative learning. We found that cooperative learning had a research base and if we were to implement these strategies with fidelity. We reviewed the literature base and found that cooperative learning is well grounded in the literature. We examined the evidence the strategies are being implemented in reading and mathematics frequently at the elementary and middle school. We saw that the strategies used in mathematics instruction are implemented in the upper grades. We will collect implementation data to determine if the strategies are being implemented in the upper grades.

Westlake selected the strategies and practices it could be confident about adopting or sustaining based on either research or evidence of positive results documented locally.

This analysis helped Westlake decide which initiatives may need to be de-emphasized or abandoned to have time to focus on more powerful strategies.

Reading Recovery. We also studied research related to Reading Recovery. The research base on Reading Recovery is less conclusive, but it has indicated that the program is effective in moving students to a level of reading proficiency and sustaining that growth over time.

Mathematics Instruction. The research base in mathematics indicates that student achievement will improve if instruction is problem-centered and incorporates the use of representations. Current practice in mathematics does not reflect these strategies; as a result, these strategies will be part of our district career development plan.

Behavioral Supports. Westlake Middle School has implemented Behavioral Supports. Since scientifically-based practices are effective in reducing discipline problems, improving attendance, graduation rate, and learning outcomes, we will continue to use and the practice.

Each building in Westlake will develop a building plan for professional development to be used locally. Westlake will only submit the district plan to the Department but will use both the district and building plans regularly to implement professional development program throughout the school year.

281-IAC 83.6(2) requires districts to submit the district career development plan as part of the CSIP. The rules do not require districts to submit building-level plans.

F. What actions/activities will we implement to achieve our goals, and any gaps between current practice and the practice.

Actions for CSIP Goals 1, 2, 3, and 4.

1. Implement the district career development plan (professional development program). (AMN1, AMN2, IEI1, PERK1, SPED1, TQ7)

Our district career development plan describes district-level professional development efforts aligned with prioritized student needs. In reading, the professional development target will be vocabulary acquisition and comprehension. In mathematics, the target will be problem solving and use of representations. In science, the target will be data analysis and use of student data. Teacher practice will be focused on long range planning and professional development. The plan is designed to increase student achievement.

The district career development plan is a long-term plan designed and implemented to increase student achievement.

The district career development plan describes how our sustained professional development efforts are

- based on student data and other needs assessment,
- focused on instruction, curriculum, and assessment, and
- aligned with district student achievement goals.

Research-based Strategies. Our Professional Development Team, consisting of representatives from each building and district leadership, will select and implement the strategies below and evaluate their effectiveness.

- a) Evidence of positive student results demonstrating the use of systematic empirical methods and
- b) The research was described in studies that described systematic, and objective procedures to obtain results relevant to education activities and programs.

The plan includes all certified staff responsible for instruction.

Participation. All teachers will be engaged in training, including those responsible for Title I, Special Education, At-Risk, ELL, and Gifted and Talented. The principals and central office staff will also be actively involved. We will work with the AEA so that teachers can receive licensure renewal credits for participation in district-wide and building-level professional development meetings and for their work with implementation in classrooms. **(PERK1, SPED1, LEP1, TQ8)**

Instructional Content. Beginning with 2004-2005 school year, professional instructional staff will implement the following instructional strategies: **(FTP2, FTP4, FTP5)**

- a) Cooperative learning processes that integrate reciprocal teaching strategies for reading (K-6)
- b) Cooperative learning processes applied to a problem-centered approach to mathematics in mathematics representations (7-8); and
- c) Technology integration into classroom instruction

Each building does not have to be in the same place with regard to the district's career development plan (e.g., some buildings might be ready to deliver training for new instructional strategies, and some may be at the stage of studying the research base for the purposes of selecting content.

High school staff is implementing the district's career development plan data and working on selecting strategies.

During 2004-05, Westlake High School staff will be studying the research base in content areas.

Alignment with the Iowa Teaching Standards. The actions align directly with the following Iowa Teaching Standards:

- Standard #2: Demonstrates competence in content knowledge (specifically criteria 2a, 2b, and 2d)
- Standard #3: Demonstrates competence in planning and preparation for instruction (specifically criteria 3a, 3b, 3d, and 3e)
- Standard #4: Delivers instruction that meet the multiple needs of all students (specifically criteria 4a, 4b, and 4f)
- Standard #7: Engages in Professional Development (specifically criteria 7a, 7b, 7c, and 7d)

Westlake's plan provides professional development learning opportunities that are aligned with Iowa Teaching Standards and Criteria.

Professional Development Learning Opportunities. Implementation of the district career development plan will involve these components: **(TQ8):**

- Common training sessions on three inservice days during the school year and two early release day meetings per month for learning opportunities (theory presentations, reading literature, discussions)
- Weekly meetings of the professional development team (planning next building meeting; collecting, organizing, and analyzing data; practicing demonstrations)
- Teachers working in collaborative teams on a weekly basis

- Building level meetings (observing demonstrations, working with data, developing lessons, reviewing theory)

Professional Development Providers
development provider for the district.
provider. (TQ6)

Westlake's district career development plan includes the identification of the approved professional development provider(s). The Department of Education already accredits each AEA so no additional documentation is needed. If Westlake had identified an individual or organization to serve as its provider who was not accredited by the Department, the district would need to complete the approval process.

2. Enhance instructional materials and resources

- Complete an audit/inventory of non-fiction books K-8.
- Complete curriculum mapping in the area of science.
- Implement student performance analysis organization tool.

3. Provide supports that will address ELL students' achievement.

- Implement annual identification and provide appropriate services to increase language proficiency and academic achievement.
- Implement programs and support services to increase academic achievement. (AR7)

4. Provide supports that will address CTE students

- Integrate career and technical education with skill development.

5. Provide Support services for students (identified)

- Participate with the SINA Audit Team to review existing building.
- Create a SINA Action Plan with the assistance of the SINA Support the AEA

To support CSIP goals -4, Westlake will implement actions in F2 through F5 in addition to its district career development plan.

Providers serve the district by providing long term, ongoing support of the district career development plan. An approved provider

- an individual or organization that already has accreditation or approval by the Department of Education OR
- an individual or organization that has submitted an application for approval to a local district and has been recognized as an approved provider by the local district.

Individuals, agencies, and organizations that are invited or employed by the district to deliver content training are not required to be approved but should be held to local district expectations for quality.

Actions for CSIP Goal 5

1. Support students and families in order to increase student participation and graduation.

- Increase the number/type of community adult education opportunities as a second language courses for non-English speaking students, classes, and community college courses.
- Implement an alternative education supports for at-risk students in middle school. (AR7)
- Implement an electronic student portfolio that includes performance progress toward proficiency and graduation requirements. (FT)
- Institute a follow-up procedure with parents at the elementary school if is a concern. For chronic absenteeism provide a family intervention that may include a truancy referral to law enforcement when needed.

2. **Create a learning environment that is safe, supportive, and culture of achievement and respect).**

- Implement a mentoring program for students in the middle school (AR7, SDF9).
- Implement a classroom-based conflict mediation process at the responding to student disruptions. (AR7, SDF9)
- Maintain the systems of school-wide Positive Behavior Supports (PBS) at the to the high school. (AR7, SDF9)

Mentoring is a research-based strategy proven to impact the performance measure.

Not all conflict mediation processes have been proven effective through scientifically based research. If this activity is to meet the requirements for SDF9, Westlake must select a research-based program such as Lions-Quest Working Toward Peace, Peers Making Peace, or Aggressors, Victims and Bystanders.

Implementation of the identified action

- Resources to support each action (including timelines, personnel, state and federal programs support (if necessary))
 - Specific implementation outcomes and action steps
 - Persons responsible for overseeing implementation
 - Evaluation of action implementation effectiveness
- for the actions previously described for goals 1, 2, 3, address the following components: district, building, and classroom levels, if applicable

PBS is not on any federal list of research-based programs; however, it has research that meets an acceptable standard.

Westlake will create implementation/operational plans appropriate for use at the district, building, and classroom levels. These implementation plans contain levels of detail too complex to be submitted in the CSIP web-based system.

Westlake will keep detailed implementation plans locally and monitor their progress at all levels and throughout the year.